



Alvin A. McKay Elementary School

Learning Improvement Plan 2026-27

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SCHOOL VISION, MISSION and VALUES

VISION

Alvin A. McKay Elementary School is becoming a place where every learner is empowered through culturally grounded, inclusive education that reflects the Nisga’a way of life. We are building a future where students thrive in literacy, numeracy, and identity, guided by language, land, and community.

MISSION

At Alvin A. McKay Elementary School, we commit each day to creating a safe, inclusive, and culturally rich learning environment where every student is known, supported, and challenged. Through the integration of Nisga’a language and ways of knowing, we work together to nurture confident, capable learners who are proud of their identity and prepared for their future.

VALUES

When **culture** is brought to life in the classroom, learners see themselves reflected in their education. This deepens their sense of identity, belonging, and pride. By embedding Nisga’a language, stories, and seasonal teachings into daily learning, students are more engaged, confident, and connected to their community, which strengthens both academic and personal growth.

VALUES

When **curiosity** is nurtured, learners become active participants in their own learning. By exploring traditional knowledge, asking questions about their world, and engaging in inquiry rooted in Nisga’a ways of knowing, students develop critical thinking skills and a lifelong love of learning. This empowers them to make meaningful connections between their culture and their academic journey.

Learners and Community Context

Alvin A. McKay Elementary School is a K-7 school located in Kalii Aksim Lisims in Northwestern British Columbia, in the traditional treaty territory of the Nisga'a Nation. We are embedded within a rich indigenous culture that celebrates Nisga'a language and traditional practice. Alvin A. McKay Elementary School learners are from Laxgalts'ap which is in the Nass Valley. With an enrollment of 73 students and 12 staff members, we are small enough to call ourselves a family and large enough to claim diversity. All students are enrolled in Nisga'a Language classes, and Nisga'a Culture is embedded in what we do and how we do it.

Alvin A. McKay Elementary School learners are from the Nisga'a Village of Laxgalts'ap. With an enrollment of 75 students and 12 staff members. AAMES students are creative, active and interested in the outdoors as well as learning through hands-on activities. The students enjoy science, numeracy, art, crafts, Physical Education and oral language activities including Nisga'a Language class. The community's strong cultural identity and intergenerational knowledge provide an opportunity to develop learning pathways that nurture the mind, heart, body, and spirit of every learner. According to the Student Learning Survey, most students are happy at school and feel good about themselves.

What We Know

Strengths and Accomplishments



Our school recognizes that developing strong connections with learners is fundamental to their success. Staff work intentionally to build positive relationships that engage and support students in their literacy, numeracy, and Nisga'a language learning. Through consistent routines, daily schedules, and a holistic approach to education, the school fosters a welcoming environment where learners develop a strong appreciation for their school culture and community. A key strength of the school is its commitment to meeting learners where they are in their educational journey. Students experience success when instruction and supports are responsive to their individual needs, strengths, and learning goals. Staff provide meaningful opportunities for learners to identify what they value, build confidence in their abilities, and celebrate their achievements. This approach strengthens motivation, curiosity, self-regulation, and confidence. By providing manageable challenges and opportunities for choice, the school helps students develop resilience and perseverance, preparing them for lifelong learning and success.

Challenges To Overcome



Sustained literacy and numeracy growth across all grade levels is a challenge we are facing. Attendance is critical to everyday learning. AAMES participates in weekly whole school events to promote student engagement. Knowing that our students enjoy hands-on learning, the outdoors, and being creative we continue to look for ways to get up, get moving, and get learning. Alvin A McKay Elementary school continues to work towards strengthening home school connections, increasing targeted interventions, and creating learning environments that are both culturally affirming and academically rigorous. Ongoing collaboration with families, elders and district supports to ensure every learner has opportunity to thrive will help to address these challenges.

With Purpose & Intention

Leading For Learning

Leadership begins with clarity of purpose. By aligning school-level planning with the district's strategic vision, leaders ensure that every decision, initiative, and learning experience is rooted in shared values and community commitments. This coherence strengthens trust, empowers staff, and keeps learners at the heart of every action.

Planning For Impact

School impact plans are not simply accountability or operational tools, they are roadmaps for transformation. When grounded in the district's strategic priorities, these plans become vehicles for equity, cultural integrity, and learner success. They help schools move from intention to measurable outcomes, ensuring that efforts are focused, inclusive, and responsive to local context.

Building A Culture Of Learning

Strategic alignment fosters a culture where learning is continuous for learners, educators, and leaders. It encourages reflection, collaboration, and innovation, while honoring the wisdom of the Nisga'a. By leading for learning and planning for impact, school teams contribute to a district-wide movement that grows every learner in mind, heart, body, and spirit.



Learning Priority One

Goal Culture and Language

To strengthen students' connection to their identity and community by embedding Nisga'a language and cultural practices into daily instruction, while fostering positive relationships and student agency through inclusive and transparent teaching practices.

Rationale

The Nisga'a language is a vital expression of the Nisga'a Nation's history, worldview, and identity. Supporting students in learning and using their language affirms who they are and where they come from. When students are given multiple ways to engage with learning materials, and when their voices are honoured in how they learn, they are more likely to remember, value, and apply their learning. Transparent practices such as formative assessment help students see their growth and feel motivated to continue learning. Positive relationships between teachers, students, and families are foundational to this process, creating a safe and respectful environment where students can reshape their perceptions of themselves and others.

Targets

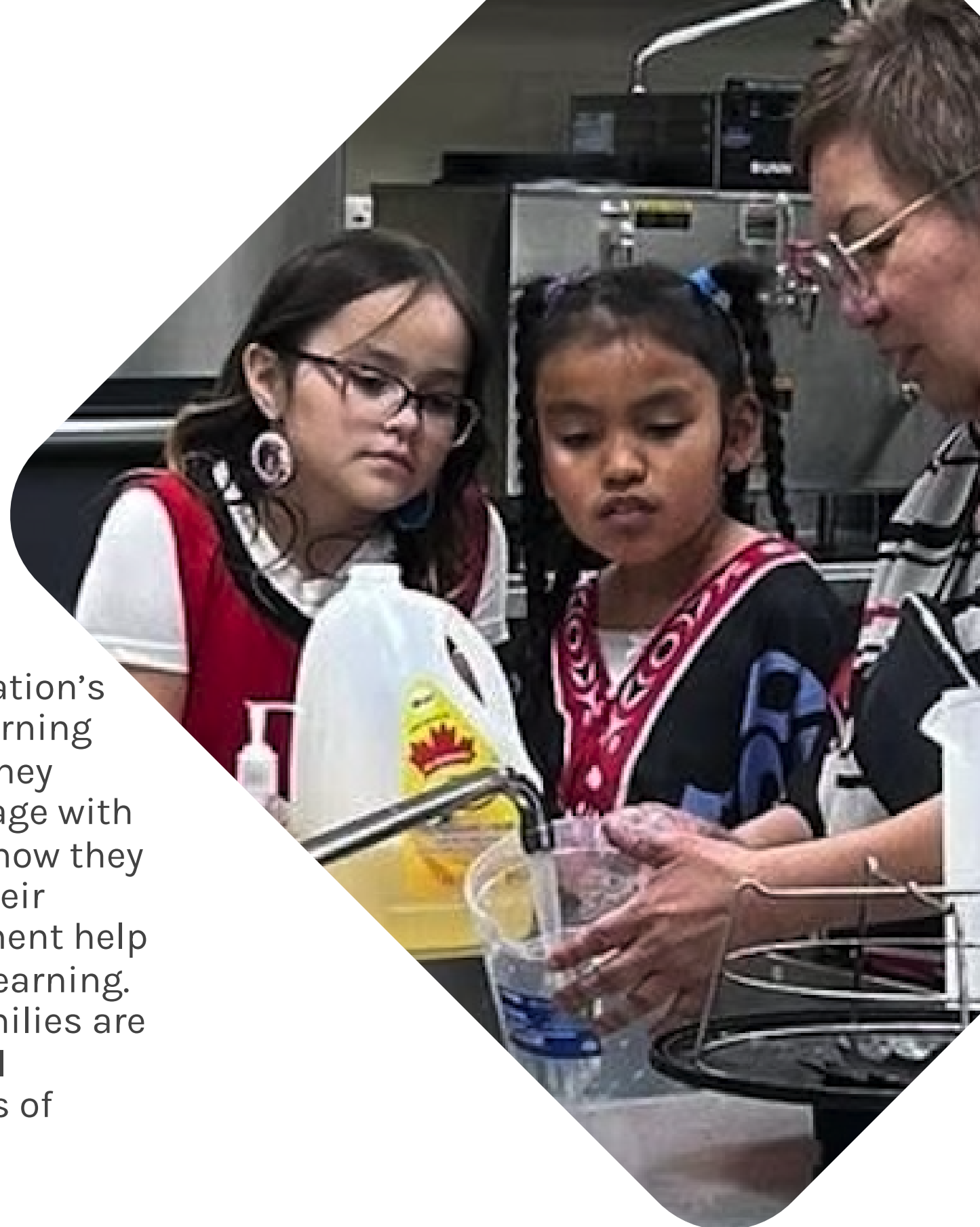
- **Language Revitalization:** Increase student use of Nisga'a language in classroom and school settings by 20%, measured through observations and student self-reporting. Ensure every grade level incorporates Nisga'a language instruction at least three times per week.
- **Cultural Engagement:** Integrate Nisga'a cultural teachings, stories, and practices into monthly learning themes. Host quarterly cultural events involving Elders, Knowledge Keepers, and families.
- **Instructional Practice:** Implement formative assessment strategies in all classrooms to support student reflection and ownership of learning. Provide multiple means of engagement and expression in language and cultural learning activities.

Measuring Our Success

- Students demonstrate increased use and understanding of the Nisga'a language in daily routines and learning activities.
- Cultural identity and pride are reflected through student participation in storytelling, art, and community events. Teachers consistently use formative assessment and offer student choice in how learning is expressed.
- Stronger relationships with families and Elders are evident through regular engagement and collaboration in cultural learning.
- Student engagement and wellbeing surveys
- Evidence of culturally responsive literacy and numeracy in planning and classroom practice.

Key Strategies & Actions

- Embed Nisga'a language into daily classroom routines and subject areas across all grades.
- Collaborate with Elders and Knowledge Keepers to share cultural teachings, stories, and traditions.
- Use formative assessment to help students reflect on their learning and track progress.
- Offer student choice in how they engage with and express their learning, honouring diverse ways of knowing.
- Strengthen family and community connections through cultural events, communication, and shared learning experiences.



Learning Priority Two

Goal Empowered and Inspired Learners

We aim to develop future-ready competencies in literacy and numeracy by ensuring every student is engaged in meaningful, inclusive, and empowering learning pathways.

Rationale

Literacy and writing are foundational skills that empower students to access knowledge, express ideas, and engage critically with the world. Strong reading and writing abilities enhance academic performance across all subjects and foster lifelong learning. By focusing on both reading and writing, we ensure students are not only decoding text but also creating and communicating effectively.

Mathematics is a foundational skill that supports critical thinking, problem-solving, and logical reasoning. The SNAP evaluation provides a standardized measure of students' mathematical understanding and progress. By targeting a 15% improvement, we aim to close learning gaps and elevate overall achievement. Additionally, integrating STEM activities fosters curiosity, creativity, and real-world application of math concepts, preparing students for future academic and career opportunities in science, technology, engineering, and mathematics.

Targets

Literacy:

- 15% increase in overall literacy benchmark results.
- 100% of Kindergarten students mastering the alphabet.
- Grade 1-7 students achieving a minimum 4-level increase in reading proficiency.
- Grade 1-7 students demonstrating measurable growth in writing through school-wide writing samples and rubrics.

Numeracy:

- Achieve a 15% increase in SNAP scores across Grades 1-7.
- Reduce the number of students performing below grade level by 20%.
- Achieve a minimum of 15% growth in SNAP math scores for students in Grades 1-7 by the end of the academic year.

Measuring Our Success

- Improvement in benchmark literacy assessments (e.g., Fountas & Pinnell, Joyful literacy charts).
- Alphabet mastery tracked through teacher observations and phonics assessments.
- Reading level growth tracked through individual student reading records.
- Writing progress measured using school-wide writing rubrics, student portfolios, and teacher moderation of writing samples.
- Conduct baseline and follow-up SNAP assessments to track progress.
- Use formative assessments and student feedback to adjust instruction and activities.

Key Strategies & Actions

Literacy

- Use small-group and one-on-one instruction focused on phonemic awareness, decoding, fluency, comprehension, and structured writing strategies (e.g., sentence construction, paragraph development, and genre writing).
- Professional Development for Educators. Provide training on evidence-based literacy and writing practices, including guided reading, writing workshops, and formative assessment strategies to support differentiated instruction.
- Promote reading and writing across the school through author visits, writing celebrations, classroom libraries, and family engagement initiatives that encourage literacy at home.

Numeracy

- **Data-Driven Instruction:** Analyze baseline SNAP results to identify learning gaps.
- Group students for targeted small-group instruction based on needs.
- **Professional Development:** Provide teachers with training on effective numeracy strategies and SNAP-aligned instruction. Share best practices through collaborative planning sessions.
- **Math Intervention Programs:** Implement tiered support (e.g., guided math, math tutoring, peer mentoring). Use manipulatives and visual models to support conceptual understanding.
- Teachers using feed-up, feed-back and feed-forward; the three components of formative assessment, in the classroom to help students see their learning journey from start to the end and sharing learning intentions and the success criteria.

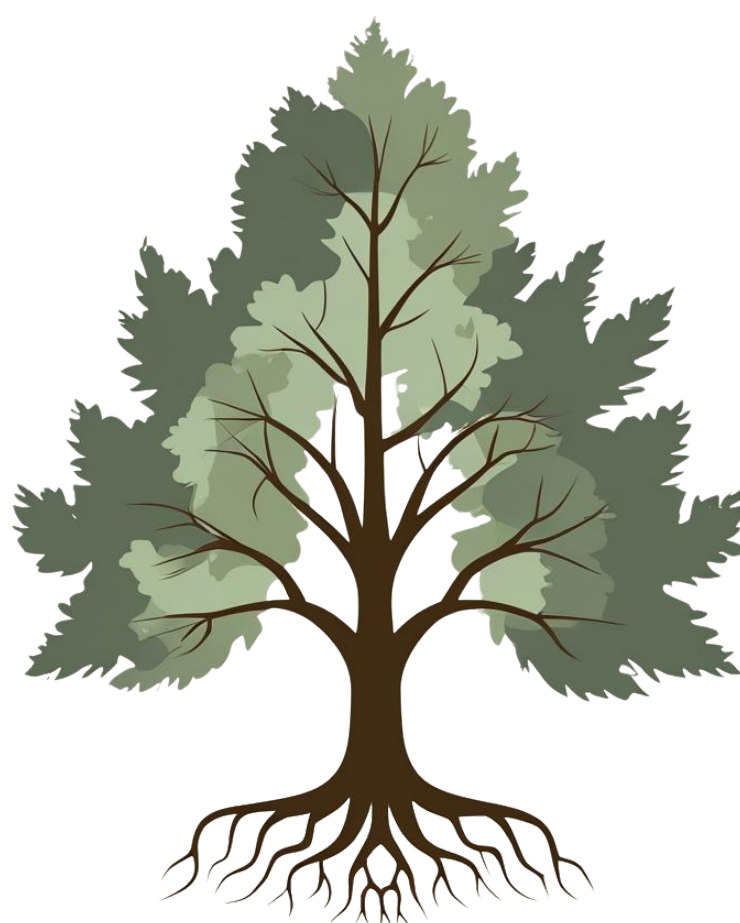




Summary

This Learning Improvement Plan reflects our commitment to creating inclusive, culturally grounded learning environments that honour the identity and potential of every learner. Rooted in the strategic direction of the Nisga'a School District, our school is focused on embedding Nisga'a language and culture into daily instruction, strengthening literacy outcomes, and improving numeracy achievement through targeted support and engaging practices.

Our literacy goal emphasizes culturally affirming instruction, student voice, and formative assessment to deepen comprehension and connection to texts. In numeracy, we aim for a 15% improvement in SNAP evaluation scores by integrating STEM activities, differentiated instruction, and data-informed teaching. Through collaborative leadership, professional growth, and strong community partnerships, we are nurturing the whole learner - mind, heart, body, and spirit - guided by the values of Sayt K'ilim Goot and the belief that every student is capable, valued, and deserving of success.



Rooted in Culture.
Grounded In Community.
Growing Every Learner.